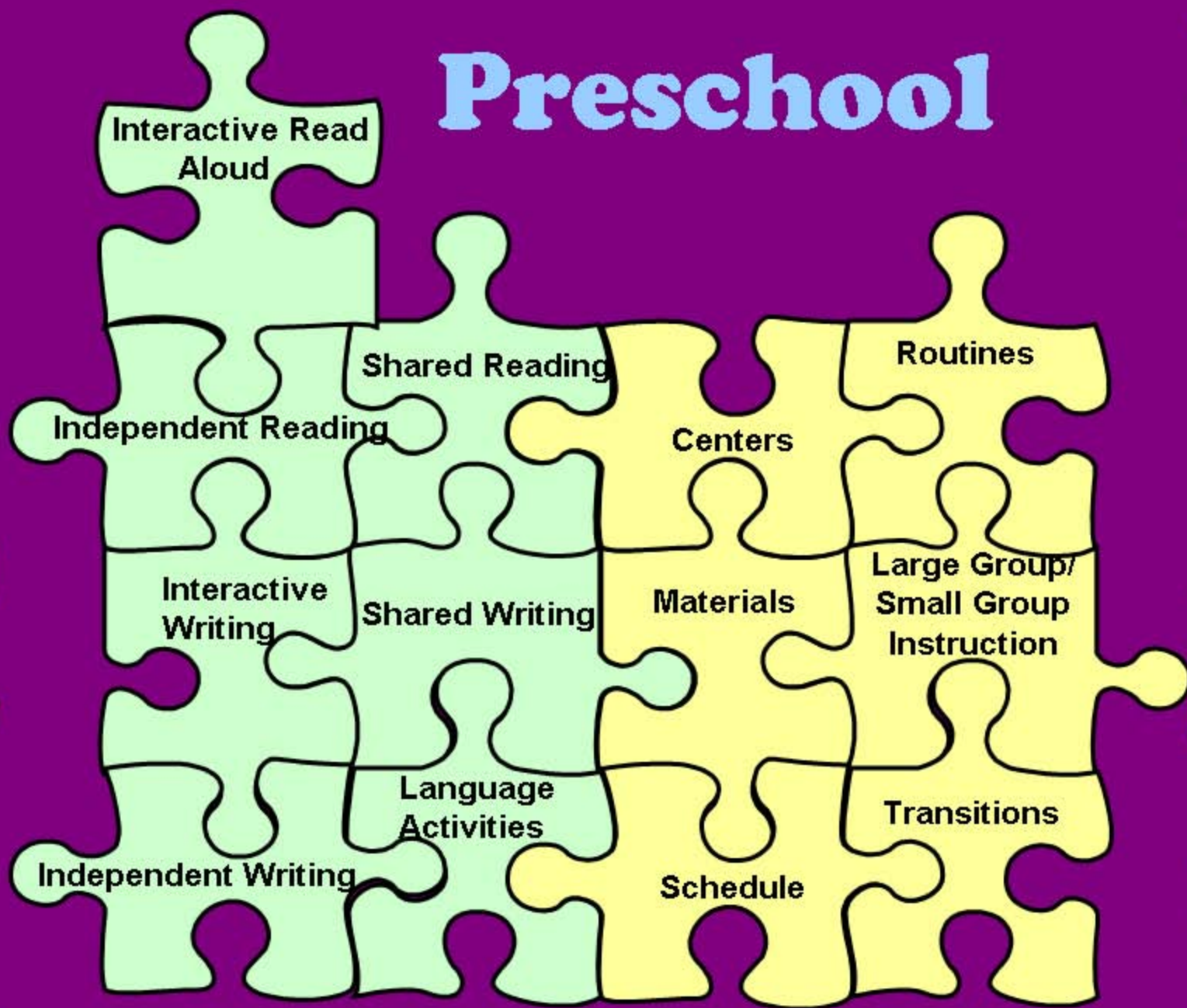


Literacy Framework

Preschool

Environment

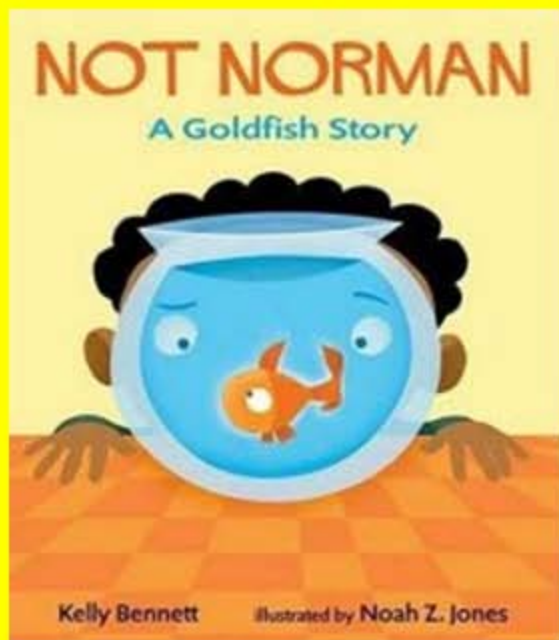


“Young children need writing to help them learn about reading, they need reading to help them learn about writing, and they need oral language to help them learn about both.”



(Roskins, Christie, and Richgels 54)





If you give a Beast a
Brownie.....
Water

Straw



Napkin

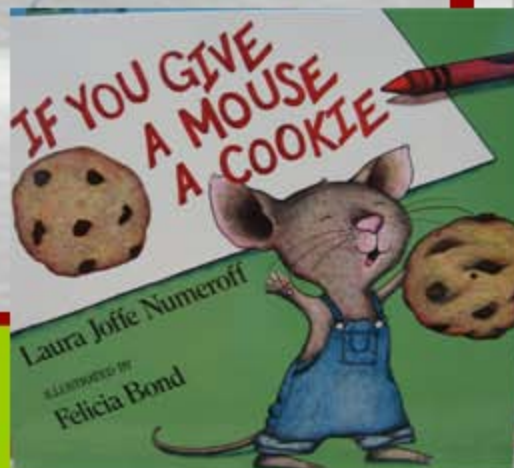
Our beast will want a trim


Nap Big bed

Paper Big Crayons Red

Roof
Water

Brownie
Brock



If you give a beast
brownie 

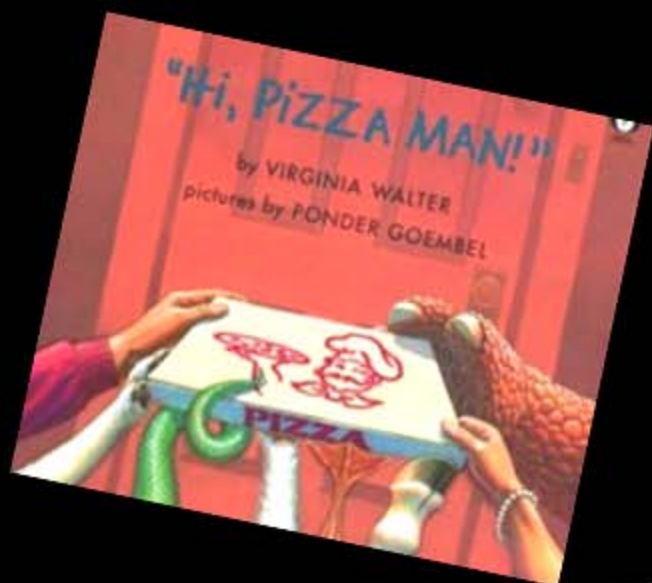
Straw



Water



Napkin





Facts about Pigs

live on a farm curly tails



baby pigs are piglets

eat hay and grain

snouts help pigs breathe and oink

people tell stories about pigs



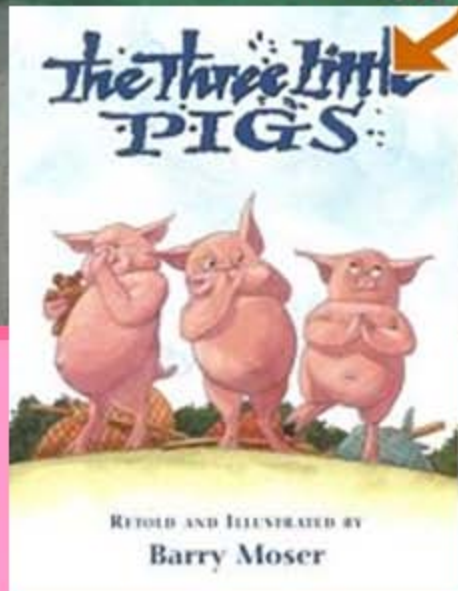
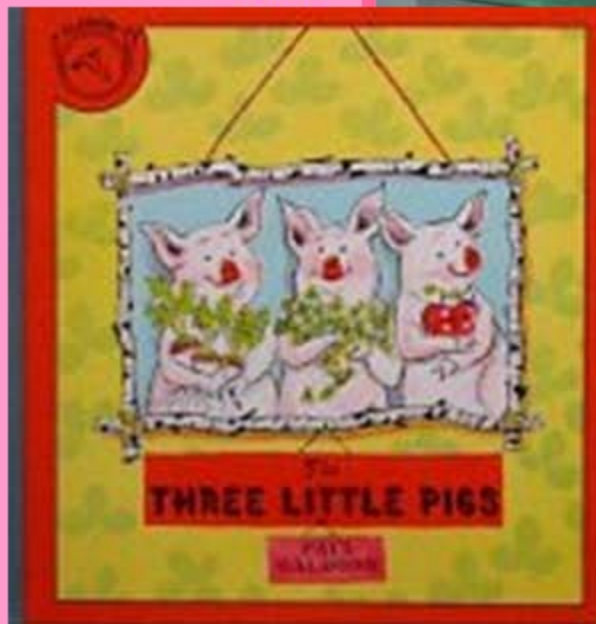
"Little pig, little pig, let me come in!!!"



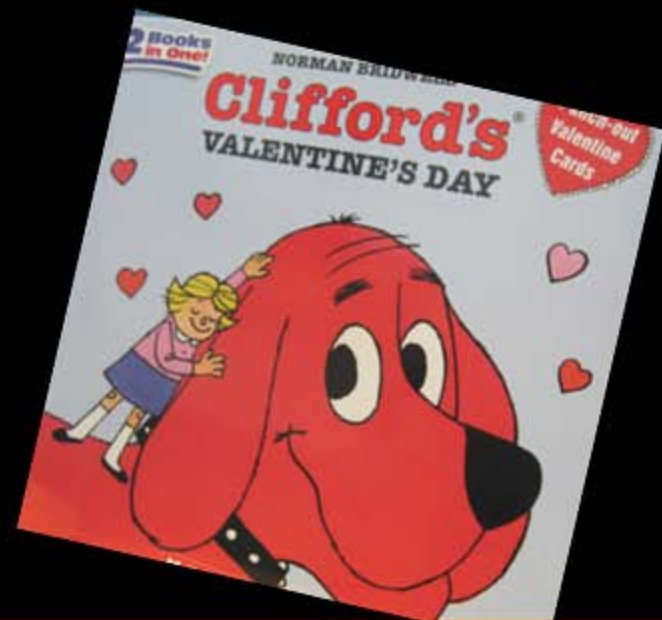
"No, No, you can't come in, not by the hair of my chinny-chin-chin!!!!"



"Then I'll huff, and I'll puff, and I'll blow your house in!!!"







Clifford

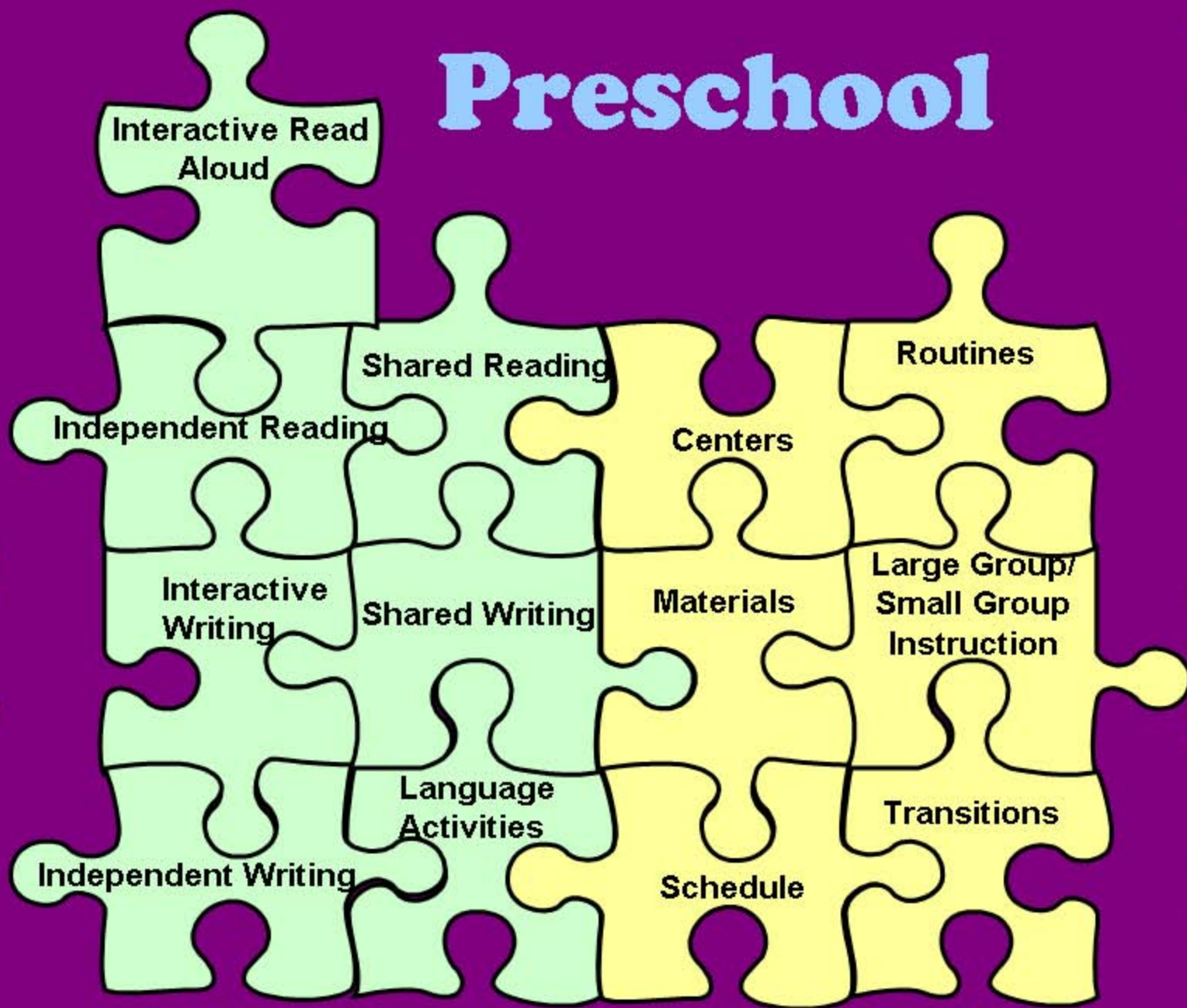
Shared Writing

- * simple texts
- * labels
- * signs
- * lists
- * morning messages

Literacy Framework

Preschool


Environment





Billy
Angie
Laverne
Don
Manny
Doby

DEP NOV 16 1

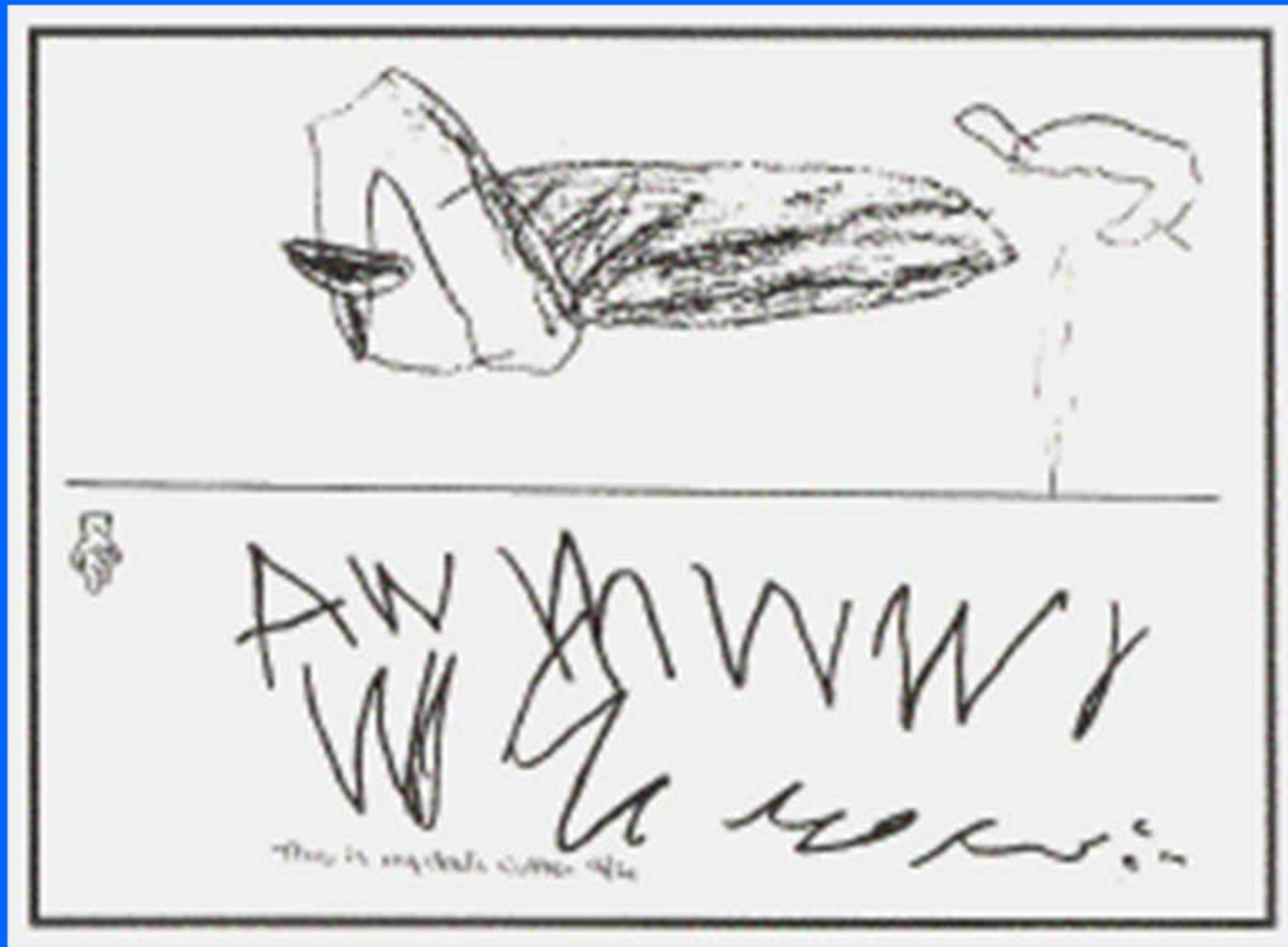


The diagram illustrates the progression of a cell through the G1 and S phases of the cell cycle. The top part shows a cell in the G1 phase, represented by a large circle with a smaller circle inside, labeled 'G1'. The bottom part shows a cell in the S phase, represented by a large circle with a smaller circle inside, labeled 'S'. The S phase is further divided into two sub-phases: 'S1' and 'S2'. The S1 phase is characterized by a wavy line representing the DNA being replicated, and the S2 phase is characterized by a zigzag line representing the DNA being replicated. The labels 'G1', 'S1', and 'S2' are written in red ink.

Scribbling



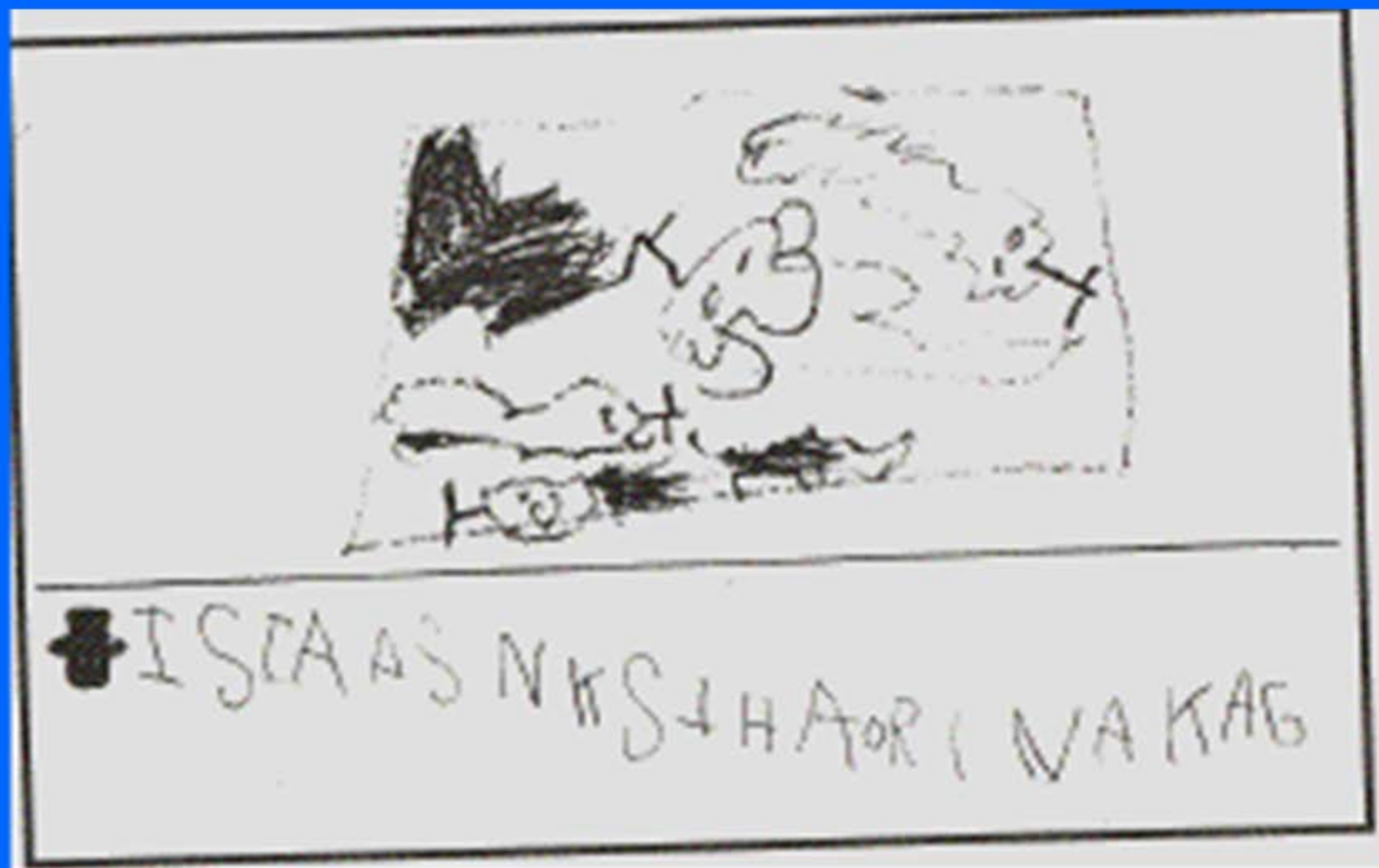
Letter-like Symbols



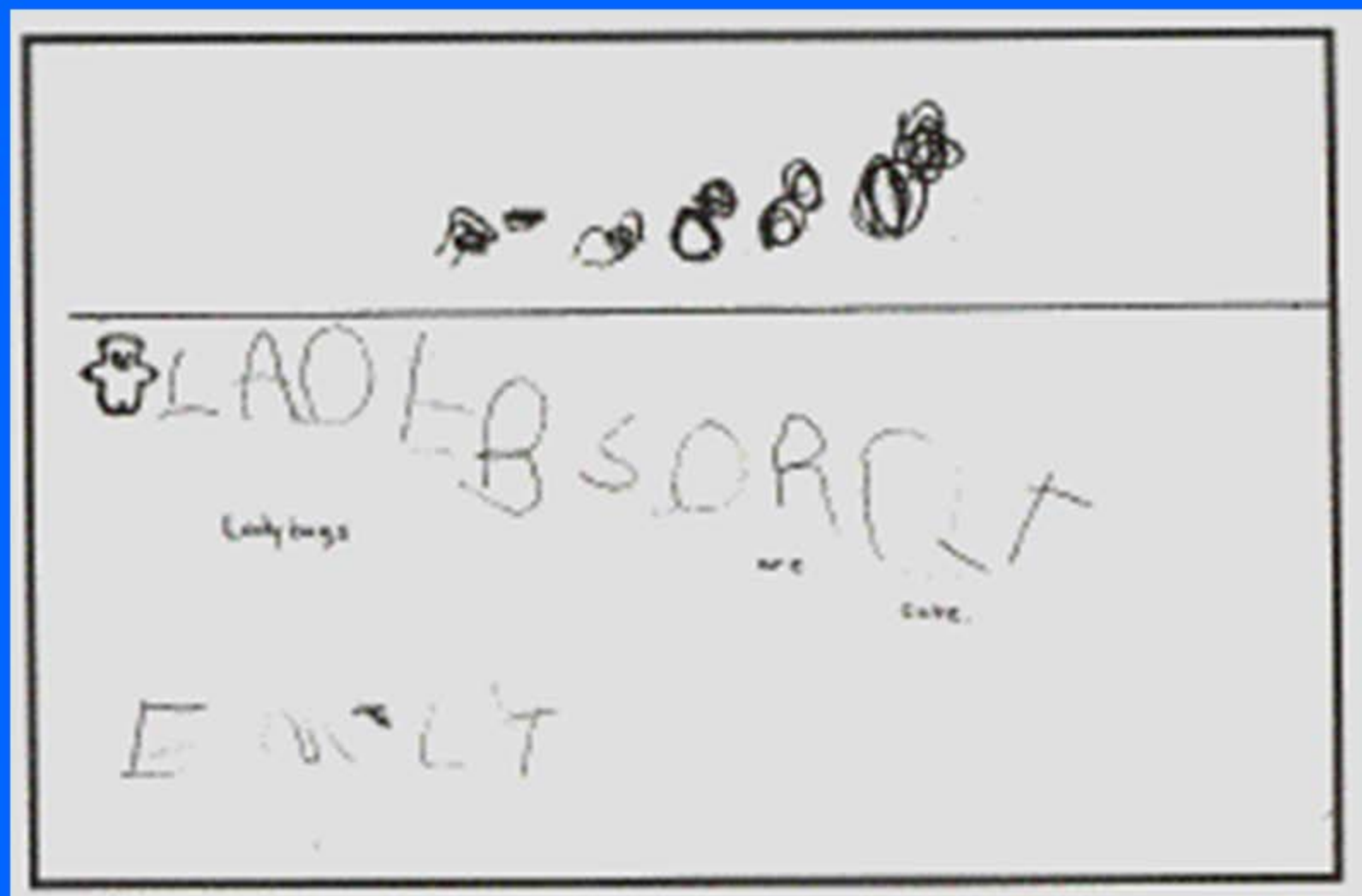
Strings of Letters



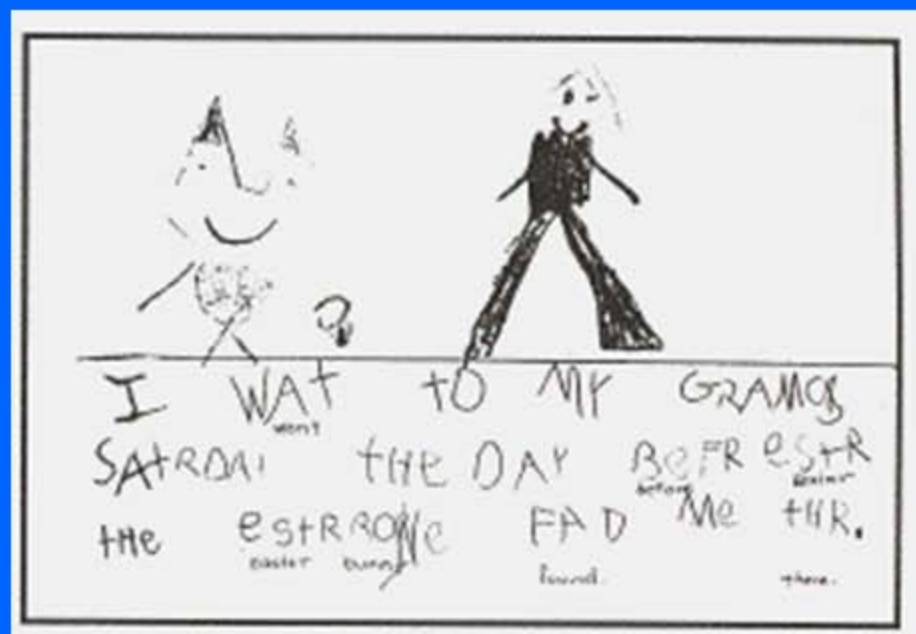
Beginning Sounds Emerge



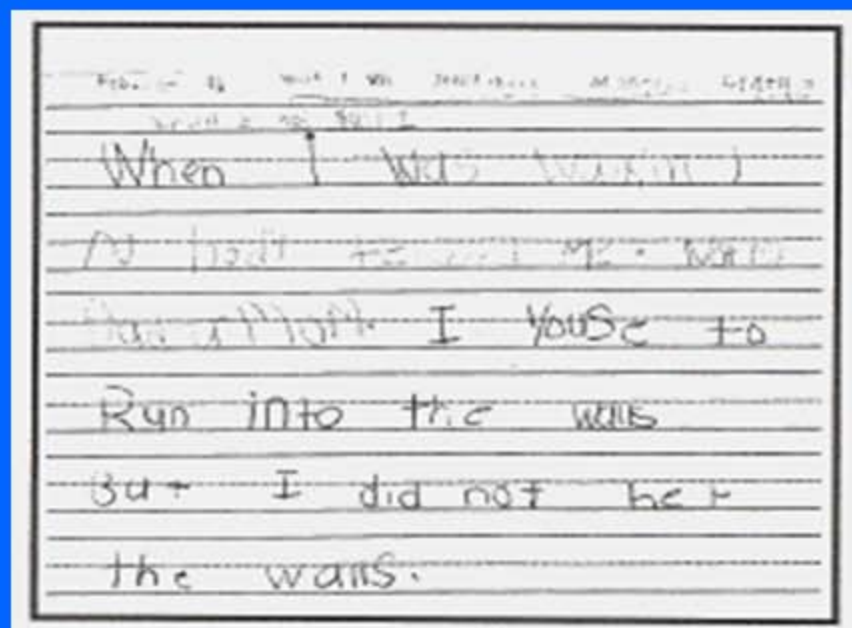
Consonants Represent Words



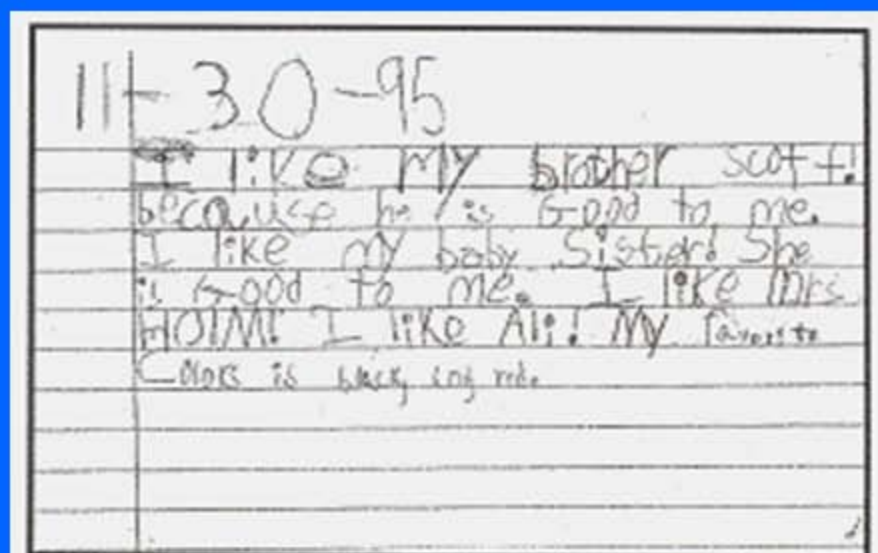
Initial, Middle, and Final Sounds



Transitional Phases



Standard Spelling





N P I T I N 9

I lost one day on
bicycle so I put my
bicycle on the back
of taxi and this taxi
drier drive me home.

N I T H

RV I h h
R K I h h
LV R h h

C H I L F D I N



WANTS:

Children as young as 2 years old can practice making marks on a paper. Just give them a piece of paper, safe surface on which to write, and a writing utensil. The younger they begin making "marks" on their paper, the easier it will be to begin the formal writing needed in school.

If you work with your child on writing their name PLEASE begin with an upper-case letter followed by lower-case letters. They are required to write their names in this manner when in kindergarten, so it is easier to teach it early in life instead of reinforcing later when habits are already formed.

Provide plenty of paper. We suggest unlined because preschool children, or prewriters, should be encouraged to just make marks on the page. They will be formally taught to "write on the lines" when they are in school. At this age, children will make marks within the form of lines, letters, or words in a random fashion on the page. That is OK! You may notice your child starting his or her name in one place and finishing it in another—that is OK! The goal is to get them familiar with holding the writing utensil correctly, making the lines, letters, or words, and enjoying what they are doing.

Don't do I encourage writings:

- Ask your child make the wrong list for the week. You have your list and your child has a list. You may need to help with spelling!
- Make a place for them to write at home.
- Give them a small box filled with special writing materials.
- Model writing—that is, write something that your child is supposed to be so the teacher says important to it.
- Encourage reading.
- Encourage them to begin drawing their stories. Later on, when they have a foundation of letters, have them write to "tell us" ways to go with the pictures.
- Keep your child from a picture of something special. When they are done, allow them to tell you the story and you write it down for them—use the word "then" they can read it to someone else in the family.
- Encourage them to give you a list of things they want to write to you.

“Children who are encouraged to draw and scribble ‘stories’ at an early age will later learn to compose more easily, more effectively, and with greater confidence than children who do not have this encouragement.”

This finding is based on research literature reported by the U.S. Department of Education (*What Works: Research about Teaching and Learning*, second edition, 1987). This same article goes on to comment:



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Preschool

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